



COURSE DATA

DATA SUBJECT

Code: 46763
Name: Language Consultancy: Proofreading and Forensic Language Analysis
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

| Degree | Center | Acad. year | Period |
|---|--|------------|----------------|
| 2267 - Master's Degree in Advanced Hispanic Studies: Application and Research | Facultat de Filologia, Traducció i Comunicació | 1 | Second quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|---|--|-----------|
| 2267 - Master's Degree in Advanced Hispanic Studies: Application and Research | Asesoría lingüística: corrección y peritaje lingüísticos | ELECTIVES |

COORDINATION

BRIZ GOMEZ EMILIO ANTONIO

CABEDO NEBOT ADRIAN

SUMMARY

In the curriculum of the master's degree, this subject is integrated into itinerary I (Spanish Language).

The course aims to highlight the important role that philologists and linguists can play beyond teaching, in cultural, economic, political, legal, and other sectors, as proofreaders, writers, and editors of texts and style manuals, as well as in more expert activities such as linguistic expertise (preparing reports on plagiarism, trademark infringement, author or speaker identification, and interpretation of legal texts). The class will become a workshop for linguistic entrepreneurship, a language improvement office, and at times, a forensic linguistics laboratory.

As detailed in the workload, theoretical classes are complemented by practical classes. These face-to-face educational activities are supplemented by participation in conferences and seminars organized by the Department of Spanish Philology.

In this subject the following SDGs are especially addressed: SDG4, SDG8, SDG10 and SDG16.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

2267 - Master's Degree in Advanced Hispanic Studies: Application and Research

Be able to acquire and know how to apply knowledge of the different publishing processes and media, as well as knowledge of the applications used by (printed and digital) publishing systems.

Be able to conduct teaching and research activities in Hispanic philology subject areas

Be able to discuss the ideas of different theories in the field of Hispanic philology and to analyse their contributions critically in order to contextualise their achievements and contrast these with the knowledge acquired

Be able to read all types of Hispanic philological texts in a critical, analytical and competent manner, based on a pertinent method of analysis through which it is possible to draw all their implications, both in form and content

Ser capaces de aplicar en entornos profesionales los conocimientos y destrezas adquiridos, y de analizar el conjunto de variables que intervienen en el cruce entre teoría y práctica, captando conflictos y negociando soluciones, en el marco del diálogo y de la defensa de derechos y obligaciones, con criterios deontológicos y laborales.

Ser capaces de emplear los recursos institucionales, los grandes instrumentos científicos, las técnicas, las bases de datos y bibliotecas, la bibliografía, las revistas especializadas y los nuevos recursos proporcionados por las TIC en el ámbito de estudio.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.



Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

To be able to integrate knowledge and make complex judgments based on information that remains incomplete or limited, but include social and ethical responsibility reflections linked to the application of their knowledge and judgments, from a gender perspective.

DESCRIPTION OF CONTENTS

1. 1. Introduction: philologist or linguist as a professional career

1.1. The areas and roles of linguists beyond teaching.

2. The creation of language service companies

2.1. Language companies.

2.2. Proposal of a business idea.

3. Linguists' roles related to the verbal and non-verbal image

3.1. The linguist as proofreader and editor of written texts.

3.2. Oral expression: voice and gesture, body language, social image, what to say, how to adapt the content to the situation, how to articulate a correct discourse, how to persuade, what linguistic mechanisms to use.

4. Forensic linguistics: linguistic expertise, writing expert reports and the performance of linguists in trials

4.1. Detection of plagiarism. Qualitative analysis: study of linguistic markers through analysis of expression and content. Quantitative analysis.

4.2. Interpretation of legal texts: what the words of a text say and mean, disambiguation.

4.3. The identification and verification of authors or speakers and linguistic profiles (determination of the geographical origin of a person, identification of accents), based on phonic, grammatical and pragmatic-



discussive stylistic traits.

5. Improving professional languages: the case of legal language

- 5.1. Legal wording.
- 5.2. Trials.

6. Transcription and corpus annotation

- 6.1. The transcript
- 6.2. Annotation

These contents will be reflected in the following learning outcomes:

To be able to apply the acquired knowledge in language consulting, being capable of solving problems in new or unfamiliar environments related to applied linguistics.

To be able to integrate linguistic, sociolinguistic, and pedagogical knowledge to address the complexity of professional situations where judgments must be made based on incomplete or limited information, including reflections on the social and ethical responsibilities related to the application of their knowledge and judgments.

To know how to communicate their conclusions in the field of applied linguistics (and the underlying knowledge and reasons) to specialized and non-specialized audiences clearly and unambiguously, primarily in teaching, business, and legal areas.

To possess learning skills that allow them to continue studying and deepening their knowledge in linguistic consulting in a largely self-directed or autonomous manner.

To be able to work effectively in a team, promoting interpersonal relationships, dialogue, respect for others, and non-discrimination, both linguistic and social, in different cultures and professional contexts where a philologist may work.



To be able to perform a critical, analytical, and competent reading of all types of linguistic texts, using an appropriate method of analysis for applied linguistics to extract all their implications, both in form and content, in any professional and sociocultural context.

To demonstrate proficiency in using the necessary tools and instruments for the selection, management, and analysis of information related to the study of the Spanish language and its applications.

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|-----------------------------------|--------------|
| Theoretical and practical classes | 40,00 |
| Total hours | 40,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|---------------|
| Attendance at other activities | 6,00 |
| Individual or group project | 0,00 |
| Independent study and work | 104,00 |
| Preparation of lessons | 0,00 |
| Preparation for assessment activities | 0,00 |
| Resolution of case studies | 0,00 |
| Total hours | 110,00 |

TEACHING METHODOLOGY

Lecture (presentation of content based on theoretical developments) using various resources (texts, audiovisual materials, etc.).

Participatory practical classes (exercises, presentations, debates, tests, etc.), conducted in groups and/or individually.

Use of deductive procedures and strategies in applying acquired knowledge: identifying and solving problems, individual or group activities (exercises, reading and critical commentary on different texts, writing assignments and/or oral presentation of results, etc.) based on prior presentation of content.

Use of inductive procedures and strategies in applying acquired knowledge: identifying and solving problems, individual or group activities (exercises, reading and critical commentary on different texts, writing assignments and/or oral presentation of results, etc.) based on basic guidelines to formulate subsequent theoretical development.



EVALUATION

- a) Assessment of active participation in the classroom and/or tutorials (exercises, readings, activities, debates, exhibitions, etc.). 30%. Up to 3 points. This cannot be retaken in the second call.
- b) Assessment of written works, essays, practical exercises, tasks, quizzes, etc., in non-face-to-face hours, demonstrating the skills acquired. 70%. Up to 7 points. This can be retaken in the second call.

Both in examinations and coursework, orthographic, grammatical, and lexical accuracy will be required. Each spelling or language error will result in a reduction of the final mark, which may lead to a failing grade.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All work submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the course content and is authorized by the faculty teaching the course.

The assessment and the overall grading system will follow the regulations of the University of Valencia approved by the Governing Council on 30/5/2017-ACGUV108/2017.

REFERENCES

Basic

BRIZ, A. (2006), «La peritación lingüística: la identificación del plagio», en L. Santos Río et alii (eds.), *Palabras, norma, discurso. En memoria de Fernando Lázaro Carreter*. Salamanca, Ediciones Universidad, págs. 167-183.

BRIZ, A. (coord.) (2008), *Saber hablar*. Publicaciones del Instituto Cervantes. Madrid, Editorial Aguilar.

CORTÉS RODRÍGUEZ, L. (2012), *Mejore su discurso oral*. Universidad de Almería, Servicio de publicaciones.

MONTOLÍO, E. (coord.) (2012), *Hacia la modernización del discurso jurídico*. Barcelona, Publicacions i Edicions de la Universitat de Barcelona.



Additional

ALBELDA, M. y BARROS, M. J. (2013), *La cortesía en la comunicación*, Madrid, Arco/Libros.

BALDWIN, J. & FRENCH, J. P. (1990), *Forensic Phonetics*, Pinter.

Blackwell, S.; Coulthard, M. & Kniffka, H. (1996), *Recent Developments in Forensic Linguistics*, Peter Lang.

BRIZ, A., QUILIS, M., ALBELDA, M.; MONTANEZ, M. P. y CARCELÉN, A. (2011), *Guía de comunicación no sexista*. Publicaciones del Instituto Cervantes. Madrid, Editorial Aguilar.

BRIZ, A. y TECNOLINGÜÍSTICA S. L. (2012), «Lenguaje oral». Informe para el Proyecto de Modernización del lenguaje jurídico. Ministerio de Justicia, en E. Montolío (ed.), *Hacia la modernización del discurso jurídico*. Barcelona, Publicacions i Edicions de la Universitat de Barcelona.

CAMPOS, M. A. (2007), «El lenguaje de las ciencias jurídicas: nuevos retos y nuevas visiones», en E. Alcaraz, J. Mateo y F. Yus (eds.), *Las lenguas profesionales y académicas*. Barcelona, Ariel, 156-166.

COTTERILL, J. & COULTHARD, M. (2003), *Introducing Forensic Linguistics*, London, Routledge.

COTTERILL, J. (2002), *Language in the Legal Process*, Palgrave.

Forensic Linguistics: *The International Journal of Speech Language and the Law* (FL), The University of Birmingham Press, volúmenes 1-9.

GIBBONS, J. (2003), *Forensic Linguistics: an introduction to language in the justice system*, Blackwell.

HALE, S. (1999), «Interpreters treatment of discourse markers in courtroom questions». *FL* 6 (1), 57-82.

JOHNSON, A (1997), «Textual kidnapping-a case of plagiarism among three student texts». *FL* 4 (2)-

MONTOLÍO, E. y LÓPEZ SAMANIEGO, A. (2008), «La escritura en el quehacer judicial. Estado de la cuestión y presentación de la propuesta aplicada en la Escuela Judicial de España», *Signos*, 41 (66), 33-64.



OYANEDEL, M. y SAMANIEGO, J. L. (2001), «Aplicación de la lingüística al campo legal», *Onomazein*, 6, 251-261.

PAYRATÓ, LI. (1998), *De profesión, lingüista*. Barcelona, Ariel Praticum.

SOLAN, L. (1993), *The Language of Judges*, University of Chicago Press.

TECNOLINGÜÍSTICA, S. L. (2018), *Manual de estilo para abogados*. Coordinado por A. Briz, Valencia, Tirant Lo Blanch (<https://tecnolinguitica.com>)